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ABSTRACT

Colby Community College: A Campus-Wide Human Development Model, 1973-1975

by

Dr. Terry G. Ludwig
Director of Human Development

Colby Community College has had a campus-wide Human Development Program in operation for two years. This document summarizes the experience of the Human Development Program in the areas of Human Development instruction, staff development, community development, and student development. Specific descriptions of desired classroom, organizational, and personal development environments are included.

In addition, comments concerning the effectiveness of the Human Development Program by the President of the College are part of the document. The Human Development Program was noted as outstanding by a recent North Central Accrediting Team visit and selected by Dr. Terry O'Banion as a model staff development program at the 1975 American Association of Community Colleges' Convention in Seattle, Washington.

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A CAMPUS-WIDE HUMAN DEVELOPMENT MODEL, 1973-1975

On March 17, 1973, the Colby Community College Board of Trustees began the Human Development Program by hiring a full-time director and establishing the following goals for him:

To create a comprehensive curriculum of human development courses.

To lead human development courses.

To facilitate operation of a staff development program.

To take human development courses out into the community.

To build a campus-wide Human Development Program worthy of national recognition.

The purpose of this presentation is to chronicle the growth of the Human Development Program over the ensuing two years and note future directions it will be taking. Each of the original Human Development Program goals serves as a "person-centered" overlay on the college mission of providing education to residents of the twenty counties of Northwest Kansas.

The focal points of the Human Development Program are found in four areas: Human Development Instruction, Staff Development, Community Development, and Student Development. HUMAN DEVELOPMENT INSTRUCTION is comprised of the curriculum of five human development courses and also includes group dynamics projects for traditional classrooms. STAFF DEVELOPMENT is comprised of all activities designed to increase organizational functioning and to enhance the personal growth of the staff. COMMUNITY DEVELOPMENT is comprised of the "person-centered" credit, non-credit, and consulting services offered to off-campus students. STUDENT DEVELOPMENT is comprised of those activities which utilize extra-curricular opportunities for the personal growth of students.

Each of these four areas shall be explored in terms of goals, activities, and outcomes found from 1973-1975. The first step toward building the Human Development Program began in 1970 when Human Potentials classes were brought to campus by James Childers, an English instructor. In a small college with just 864 full-time equivalent students, the impact of such an event was immediate, not enough sections of Human Potentials could be opened.

Human Development Instruction

The area of Human Development Instruction began in 1973 with the addition of Developing Leadership, Human Relations, Career Development, and Advanced Human Potentials (Transactional Analysis) to the basic Human Potentials class to form a "curriculum of personal concerns." Limited to an enrollment of fifteen students per section, these courses are curricular experiences for academic credit utilizing some form of small-group process to facilitate personal development (Ludwig, 1973).

The general GOALS of the Human Development courses in a "curriculum of personal concerns" are:

To encourage personal growth and development.

To create a supportive environment where the student may learn skills in communicating with others.

To help the student plan personal change using his strengths and abilities.

To establish a reference group where the student may test new behaviors.

From Fall, 1973, to Spring, 1975, approximately 25 percent of the student body went through one or more of the courses in the "curriculum of personal concerns." The following chart records the exact number of sections offered:

HUMAN DEVELOPMENT CLASS SECTIONS

Class Sections	F '73	S '74	SS '74	F '74	S '75	Total
Soc. 2 Human Potentials	6	6	2	10	10	34
Soc. 28 Adv. HP-TA	0	2	0	2	2	6
Soc. 29 Human Relations	1	1	0	1	1	4
Soc. 10 Developing Leadership	1	2	0	1	1	5
Soc. 35 Career Development	2	1	0	2	1	6
TOTAL	10	12	2	16	15	55

In addition, human development courses utilize learning contracts as a basis for grading, feature weekend experiences in Human Potentials and Advanced HP-TA, offer two- and three-hour variable credit contracts, and negotiate self-development projects for students. We also train facilitators through inter-disciplinary training programs in Human Potentials, have competency-based testing in Human Relations, and harness small groups as an educational tool in all these classes.

A second unique element of the Human Potentials classes is the diverse background of the facilitators. They come from English, psychology, biology, physics, mathematics, public relations, student personnel, history and allied health disciplines. They lead Human Potentials after completing a year-long training program supervised by the Director of Human Development.

Another aspect of Human Development Instruction is the group dynamics techniques in traditional classrooms. Faculty teaching Human Potentials classes have adapted those techniques to classes in their home disciplines. As one instructor noted this activity converts students into people and makes the classroom more attractive to everyone.

The outcomes of the Human Development Program in the area of Human Development Instruction can be fixed through many measures: the continued

enrollment of students, faculty acceptance of teaching responsibility, and institutional commitment to continued funding. The purpose of Human Development Instruction is to create a positive learning environment which has the following characteristics (Schmuck and Schmuck, 1974):

1. Students share high amounts of potential influence with one another and the facilitator.
2. High levels of attraction exist for the group as a whole and also between individual classmates.
3. Norms are supportive for task behavior and individual difference.
4. Communications are open and feature dialogue.
5. The small-group processes themselves are considered relevant for study.

Staff Development

The area of Staff Development is an integral part of the Human Development Program for all college personnel including faculty, administration, trustees, student personnel workers, secretaries, and other support staff. In general, it is the role of the Director of Human Development to coordinate the Staff Development Program in accordance with these goals:

Staff Development Goals

Improving Instructional Skills--learning more teaching techniques

Facilitating Personal Development--enriching the whole person

Improving Morale--creating an attractive work environment

Increasing Individual Involvement in Decision-Making--having more say

Acquiring More Subject Knowledge--knowing more about what you teach

Serving as a Basis for Merit Pay--participating for recognition

From Fall, 1973, to Spring, 1975, 100 percent of Colby Community College's staff participated in at least one scheduled activity or more. Sixty-three percent of the staff participated in the voluntary Human Potentials Training Program. In all, approximately 16,500 contact hours in staff development programming activities were generated.

Three outstanding elements of Colby Community College's Staff Development Program are: (1) a comprehensive organizational development planning base; (2) shared responsibility for program goals among the offices of the Director of Human Development (organizational development planning and program coordination), the chairperson of the Acquisition of Professional Skills Committee (faculty-controlled awards and experiences), the Dean of Instruction (administrative concerns), and the Director of Resource Development (grants and outside assistance); and (3) the establishment of the faculty-controlled Acquisition of Professional Skills Committee.

The objective of all these efforts is to build a program which makes staff development activity a natural function of all individuals employed by the college. Without it, our mission statement is mere rhetoric. The fifty-odd workshops, seminars and other activities comprising the concrete events in the program occurred at several levels as shown by these examples:

I. Total Organization Activity	Goals
Scott Lake (Fall, 1973) Pecusa Partnership (Fall, 1974)	Improving Instruction Improving Morale Decision-making Involvement
II. Large Group Activity (15-30)	Goals
Transactional Analysis Workshops (January, December, 1974) Learning Styles Workshop (January, 1975)	Personal Development Improving Instruction Improving Morale
III. Small Group Activity (5-15)	Goals
Human Potentials Workshops (3) Gaming and Simulations (APS, January, 1974 and 1975) Secretarial Workshop (February, 1974)	Improving Instruction Personal Development Improving Morale
IV. Individual Activity	Goals
APS Incentive Awards (1084, 1975) Orientation Contracting on an Individual Basis with the Dean of Instruction (January, 1975)	Improving Instruction Merit Pay Subject Skill

The outcome of the Staff Development Program may be found in any number of measures: staff participation, evaluation of specific events, citation of the program as outstanding by the North Central Evaluation team in February, 1975, etc. The Staff Development Program brings participants to a higher level of teaching, personal, and organizational awareness.

The Fall, 1975, problem identifying workshop report entitled "Reflections on the Pecusa Partnership" detailed the elements we hope to make constant factors in Colby Community College's learning environment (Schmuck and Schmuck, 1974):

--COLLABORATIVE DECISION-MAKING where people are highly valued and seen as being important enough to participate in decisions affecting them;

--WIDE-RANGING FRIENDSHIP PATTERNS which are dispersed among many on the staff not centralized among a few;

--HONESTY AND AFFECTION in fun and confrontation where hidden agendas are brought into the open where they may be dealt with;

--BROAD, DIRECT COMMUNICATIONS which encourage open expression of feelings and ideas.

Community Development

The principle goals of the Human Development Program in the area of Community Development are:

To bring credit and noncredit experiences off campus to the 19 learning centers.

To provide consulting services.

To involve the adult in education again.

During the 1973-75 period, six sections of Human Potentials were moved off campus to learning centers in Oakley, St. Francis, Norton, Atwood, Healy, and WaKeeney, Kansas. In addition, community development consulting was made available through a Lutheran Sunday School Teachers' Workshop and a Gerontology Workshop, and other programs.

Student Development

Colby Community College has a fully functioning Student Services Division which the Human Development Program has assisted through involving counseling, residence hall, and health personnel in facilitating human development courses. In addition, the Career Development course was originated and is taught by a member of the counseling staff. The Dean of Students also teaches two sections of Developing Leadership.

The goals of the Student Development area of the Human Development Program are:

To examine in personal terms the leadership style of each individual active on campus.

To communicate the organizational dynamics of change on campus.

To create living centers which develop a positive self-identity in students.

Summary

The purpose of this presentation was to chronicle the progress of the Human Development Program toward its goals in the four areas of Human Development Instruction, Staff Development, Community Development, and Student Development. By itself, the Human Development Program has been a financially self-supporting venture according to these figures:

Income 1973-1975

Total credit hours generated		2055
Full-time equivalency		68.5
Cash generated	Total	$75,350

Expenses 1973-1975

Salaries		$60,050
Over-ride		6,000
	Total	$66,050
	Balance	$ 9,300

Reflections

In retrospect, my experience as Director of the Human Development Program at Colby Community College, has led me to several conclusions:

1. The use of human development courses independent of both student services and academic deans' control has paid for the overall program by generating dollars. This approach has also given the newly emerging function of personal identity education equal status with traditional student services and academic areas.

2. The interdisciplinary training program for Human Potentials classes has served as an excellent staff development tool and has provided highly competent instructors in a desperately needed area.

3. The collaborative staff development program has a better chance of meeting organization-wide needs than a program controlled by any one office. In particular, the APS Committee has demonstrated faculty are professionals capable of meeting their own needs.

4. Strong presidential support and direct access to his office are basic requirements for a campus-wide program. The Whole program should be as voluntary as possible, also.

5. The future of the Human Development Program lies in the quality of leadership provided by all staff at Colby Community College. Such a future will continue to record Colby Community College's dedication to providing education to the residents of Northwest Kansas.

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PRESIDENT'S VIEW OF THE HUMAN DEVELOPMENT PROGRAM AT COLBY COMMUNITY COLLEGE

by

Dr. James H. Tangeman

Because I have often been asked how Colby Community College developed a Human Development Program which encompasses the entire institution, I decided to reconstruct the steps in the evolution of the concept.

One of my responsibilities when I was Dean of Instruction was to do classroom evaluations of our faculty. I began analyzing what it was that made certain instructors so much more effective than others. The answer seemed always to be that the one who cared about their students, who knew them as persons, who listened to them, who sincerely were concerned for their students' success, and who knew them out of class too, had the greatest effectiveness. The mutual respect of faculty member to student was an essential ingredient.

At the time that we were making these observations we were also stressing more and more the concept of the student being the most important person on the campus. All policies were formulated with the student's welfare foremost in mind. Eliminating required courses for graduation, abolishing the "F" grade, and allowing students to drop courses any time even after final examinations were some examples of such policies. We as an administration and faculty continued to buy in ever more seriously to the idea that personal attention was imperative.

Wanting to serve the student better had been a continuing goal of most of the staff. What we soon realized was that we needed additional training and skills. It was at this time in 1970 that we sent our first faculty members to Kendall College to go through a Human Potential Seminar

experience. They came back so excited that we authorized the first pilot course in human potential on campus. It was tremendously successful. We sent one of the original instructors back to Kendall in the summer for the advanced course. The next fall Human Potential and Human Relations were two of the most sought after courses. By now human potentiality was becoming a widely discussed topic on campus.

With this interest, it was not surprising that as we sponsored a five-state workshop on human potential almost 20 of our administrators and faculty enrolled. I, too, participated in the human potential seminar as I felt I needed to know firsthand what it was all about so that I could counter the charges that some of the staff on campus were leveling at the course. My experience was so positive and rewarding that I think this helped confirm my personal conviction that the human development concept (which is much broader than just human potential) was something that I was going to attempt to foster in every way I could.

During the next year, we had a campus-wide workshop on communications and structured other programs so that we could have small-group dialogue. During this period we were supporting exploration into many aspects of human development. We sent faculty to drug conferences, parent effectiveness training, human potential training, and a variety of conferences which dealt with providing for human needs.

As I assumed the presidency in May of 1972, there had been the usual upset which occurs when presidents change and so certain steps had to be taken to help settle the college staff. We tried to respond to the human needs by meeting with all the custodians and telling them how valuable they were and asking what they needed to do a better job. The same was done with the secretaries, student union staff, faculty members and administrators. We listened carefully, but most importantly, we responded to requests as we could.

In the spring of 1973, we made our first significant commitment to human development when we hired a full-time director of our Human Development Program. This was perhaps the greatest step we had taken in committing the institution to the idea that this college cares. It cares about the student, of course, but also about the faculty, the custodian, administrator, the secretary, the board member, and the food service employee. Our goal in hiring this person was to insure that CCC would be "a nice place to be." His job was to help us all be sensitive, concerned and caring individuals.

The employment of the human development director was not without risk. The trustees, some administrators, and many faculty members were suspicious and wary. My repeated reinforcement of this decision and the rationale for it was necessary. No one had ever heard of such a position and certainly many resented the implications of this commitment. The director and I planned very carefully the goals but even more meticulously the strategy for their achievement, since there were both skeptics and opponents to this move toward human development. From the outset there were to be no mandatory requirements regarding participation in any of the human development activities. We felt there were enough volunteers from the faculty who were interested in learning more about human potential and in being a part of the program. We knew also that we had to be prepared to encourage further training and to provide time for involvement. We staked our plan on the assumption that success by the early volunteers would entice others. We felt acceptance by the students and these volunteers would earn respect for the program and thus others would volunteer for training opportunities.

To date the strategy has worked well. We presently have a staff of trained instructors who may finally come close to meeting the demand of our students for the courses in human potential, leadership, and human relations. Over half of the staff has attended a human potentials seminar. Workshops

for administrators, faculty, and secretaries have been held with great success. Except for a very few, the human development concept is now recognized as an integral part of our college which aids all of us in keeping a healthy perspective on why we were here. The program has gained respect because people were invited to participate and not coerced.

The human development office is now the place where people come to request help and training opportunities. Many faculty ask for and receive counseling regarding a variety of instructional and institutional problems. Workshop directors ask assistance in developing programs. The human development office is the resource center for securing interpersonal tools and exercises for those working with small groups. It is the place which receives staff requests for more training in human potential and transactional analysis.

Because of the volume and variety of the demands made on our human development office, priorities and planning are as imperative today as they were in the beginning. Dr. Ludwig and I keep a weekly standing appointment in order to insure consensus and direction of the program. The rapid growth of this developmental effort on our campus is because this regular communications has allowed us to make very few wrong turns. After exercising patience at the outset, the human development program has grown steadily with greater acceleration being achieved as more trust was earned.

Today human development at CCC has become an attitude. In less than twenty-four months since we made a major commitment as an institution, I can truthfully say that I've never sensed a stronger feeling of community among our students, faculty, administrators, board, secretaries, custodians, etc., than we presently enjoy. The problems have not gone away but now we can cope with them openly and honestly. Credit must go to our director and to those who worked with him in implementing a dream or an idea that several of us "bought into" during the formative years of this institution.

Our future plans are to provide many opportunities for additional training designed to augment our skills and knowledge. We will continue to offer our students the human development courses which they say are very valuable but also to insure that each instructor has a chance to add the basic human development skills to his instructional technique. We are now expanding services to those in our local communities, to the adults, to the parents, to the employees, to the bosses, etc., because they too wish to learn better the interpersonal skills which will enhance their effectiveness.

Finally, don't ask me to define human development at CCC because it is many things which combine to form a warm responsive atmosphere in which to learn or work. It is a philosophy that is stated in the institutional mission which talks of the value and potential of the individual. It places the student first and demands that we demonstrate our service to him. It is a climate in which mutual respect flourishes. Human development involves all people in an institution. It is an attitude that is genuine and which says not only that I'm OK but also that I'm going to make sure you are OK too. Meeting human needs is "where it's at." For what other reason do we exist?